

PLEASE KEEP THIS AGENDA FOR THE MEETINGS OF 4.27.99 and 5.4.99

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MEETING OF THE
~~ACADEMIC SENATE~~
TUESDAY, APRIL 27 AND MAY 4, 1999
UU220, 3:00-5:00PM

- I. Minutes: none.
- II. Communication(s) and Announcement(s):
Nominations are now being received for the 1999-2000 positions of Academic Senate Chair, Vice Chair, and Secretary. If you are interested in serving as an Academic Senate officer, please complete and return the attached nomination form (p. 3).
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office: **President Baker will be attending the May 4 meeting to discuss current issues and to answer questions.**
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Other:
 - 1. **Athletics Governing Board:** On April 27 members of the Athletics Governing Board will provide a brief report on Athletics.
 - 2. **Library:** On May 4 Hiram Davis, Dean of Library Services, will provide a brief report on the Library.
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Resolution Asking Chancellor Charles B. Reed not to Attend Cal Poly's 1999 Spring Commencement:** second reading, Gooden, statewide academic senator (p. 4).
 - B. **Resolution to Modify the Definition (Membership) of the General Faculty in the Constitution of the Faculty:** second reading, Harris, chair of the Faculty Affairs Committee (pp. 5-8).
 - C. **Resolution on Program Review and Improvement Committee Bylaws Change:** second reading, Stanton, chair of the Program Review and Improvement Committee (pp. 9-10).
 - D. **Resolution on Credit by Examination Policy:** first reading, Freberg, chair of the Instruction Committee (p. 11).

- E. **Resolution on Development of a Research Infrastructure at Cal Poly:** first reading, Clay, chair of the Research and Professional Development Committee (pp. 12-16).
 - F. **Resolution on Dependent Care:** first reading, Harris, chair of the Faculty Affairs Committee (pp. 17-18).
 - G. **Resolution to Establish a Graphic Communication Institute:** first reading, Levenson, Department Head for the Graphic Communication Department (pp. 19-29).
 - H. **Resolution on Multi-Criteria Admissions Policy:** first reading, Botwin, academic senator (to be distributed at a later date).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

NOMINATION FOR ACADEMIC SENATE OFFICE
1999-2000

I hereby nominate _____

(please print)

for the following Academic Senate position:

Chair _____ Vice Chair _____ Secretary _____

signatures of three **tenured** faculty members:
(nominators must also be current senators)

CONSENT TO SERVE

If elected, I will serve as an Academic Senate officer for the 1999-2000 term.

(Signature of **nominee**)

**PLEASE CALL THE ACADEMIC SENATE OFFICE (61258)
TO ENSURE YOUR NOMINATION WAS RECEIVED**

**NOMINATION FORM MUST BE RECEIVED IN THE ACADEMIC SENATE
OFFICE BY MONDAY, MAY 10, 1999, 5PM.**

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-___-99/
RESOLUTION ASKING CHANCELLOR CHARLES B. REED
NOT TO ATTEND CAL POLY'S 1999 SPRING COMMENCEMENT**

- WHEREAS, Cal Poly is honored to host the ceremony which would bestow an honorary doctorate degree on former student, colleague, and trustee Jim Considine, and
- WHEREAS, This ceremony is scheduled to coincide with the Spring, 1999 commencement exercise, and
- WHEREAS, Chancellor Charles B. Reed has been invited to confer the award, and
- WHEREAS, Chancellor Reed has on numerous occasions and in various places disparaged the faculty of The California State University by indicating faculty are opposed to considerations of merit and they do not work hard, and
- WHEREAS, Chancellor Reed has acted in a manner inconsistent with the principles of collegiality and mutual respect as agreed to in *Collegiality in the California State University System* approved by the CSU Academic Senate March 7-8, 1985 and adopted by the CSU Board of Trustees on September 18, 1985, and
- WHEREAS, Many Cal Poly faculty members attend commencement to honor the graduating students, and
- WHEREAS, The Cal Poly faculty could not in good conscience participate in an event attended by Chancellor Reed; therefore, be it
- RESOLVED: That the Cal Poly Academic Senate urge Chancellor Reed not to attend the Spring, 1999 commencement ceremony at Cal Poly, and be it further
- RESOLVED: That the Cal Poly Academic Senate so inform Chancellor Reed, the Board of Trustees, and the other campuses of The California State University, and be it further
- RESOLVED: That the Cal Poly faculty support the Academic Senate in this regard.

Proposed by: Reginald Gooden
Date: March 30, 1999

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-98/
**RESOLUTION TO MODIFY THE DEFINITION
(MEMBERSHIP) OF THE GENERAL FACULTY IN THE
CONSTITUTION OF THE FACULTY**

WHEREAS, Changes in the *Collective Bargaining Agreement Between The Board of Trustees of The California State University and The California Faculty Association, Unit 3 – Faculty* since the last publication of the ***Constitution of the Faculty*** have expanded CFA's representation of general faculty to include faculty in the Pre-retirement Reduction in Time Base Program, full-time coaches holding faculty appointments of one year or more, and full-time probationary and permanent employees in Professional Consultative Services; therefore, be it

RESOLVED: That Article I, Membership of the General Faculty, as defined in the ***Constitution of the Faculty*** be modified as follows:

Article I. Membership of the General Faculty

~~Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department, according to their appointment, within the university and faculty in the Pre-retirement Reduction in Time Base Program regardless of time base.~~ Department chairs, department heads, center directors, officers of the faculty and representatives to The California State University Academic Senate will not cease to be members of the General Faculty because of any reassigned time allotted to them by virtue of their offices. ~~Full-time coaches holding faculty appointment of one year or more in an academic department or equivalent unit, Personnel full-time probationary and permanent employees in Professional Consultative Services, as defined in Article III.1.b of the Constitution, and full-time lecturers holding appointments of one year or more in academic departments are members of the General Faculty. Faculty whose appointments are full-time for an academic quarter are considered members of the General Faculty during each quarter of their full-time appointment. Voting membership of the General Faculty shall lapse during a leave of absence if the leave is one year or longer. Nonvoting membership in the General Faculty shall include all temporary,~~

part time academic personnel not included in the voting membership.

Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and belong to at least one of the following entities:

1. Full time academic employees holding faculty rank whose principal duty is within an academic department, unit, or program;
2. Faculty members in the Pre-retirement Reduction in Time Base Program;
3. Full time probationary and/or permanent employees in Professional Consultative Services, as defined in Article III.1.b of this Constitution;
4. Full time coaches holding a current faculty appointment of at least one year;
5. Lecturers holding full time appointments of at least one year in an one or more academic departments, units, or programs; and or
6. Lecturers with a current assignment of 15 WTUs for at least three consecutive quarters.

Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting Personnel" shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

and, be it further

RESOLVED:

That upon Academic Senate approval of this modification, and in accordance with Article IV, Amendments, of the *Constitution of the Faculty*, said modification be submitted to the General Faculty for its adoption by a two-thirds majority of the votes cast.

Proposed by: The Academic Senate Faculty Affairs Committee
Date: January 5, 1999
Revised February 1, 1999
Revised March 9, 1999

CONSTITUTION OF THE FACULTY

Preamble

We, the faculty of California Polytechnic State University, San Luis Obispo, in order to meet our academic responsibilities, hereby establish this Constitution for our governance. The responsibilities of the faculty, the powers necessary to fulfill those responsibilities and the collegial form of governance are based on historic academic traditions, which have been recognized by the people of the State of California through their Legislature.

Article I. Membership of the General Faculty

Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department according to their appointment, within the university. Department chairs/heads, center directors, officers of the faculty and representatives to The California State University Academic Senate will not cease to be members of the General Faculty because of any reassigned time allotted to them by virtue of their offices. Personnel in Professional Consultative Services, as defined in Article III.1.b. of this Constitution, and full-time lecturers holding appointments of one year or more in academic departments are members of the General Faculty. Faculty whose appointments are full-time for an academic quarter are considered members of the General Faculty during each quarter of their full-time appointment. Voting membership of the General Faculty shall lapse during a leave of absence if the leave is one year or longer. Nonvoting membership in the General Faculty shall include all temporary, part-time academic personnel not included in the voting membership.

Article II. Rights, Responsibilities, and Powers of the General Faculty

Section 1. Rights of the General Faculty

The right of academic freedom is necessary for the pursuit and dissemination of truth and the maintenance of a free society. It is the obligation of the General Faculty to insure the preservation of an academic community with full freedom of inquiry and expression, and insulation from political influence.

Voting members of the General Faculty have the right to nominate, elect, and recall members of the Academic Senate and the right to call for, participate in, and vote at meetings of the General Faculty.

Section 2. Responsibilities of the General Faculty

The primary responsibility of members of the General Faculty is to seek truth and to encourage the free pursuit of learning in their peers and students. To this end, they devote their energies to developing and improving their scholarly competence. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students and peers reflects true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage, acknowledge significant assistance from them, and protect their freedom of inquiry.

Background information for Resolution to Modify the Definition (Membership) of the General Faculty in the *Constitution of the Faculty*

<u>College</u>	<u>Fall '98 #FT</u>	<u>Fall '98 #PT</u>	<u># of Senate reps if only FT faculty counted</u>	<u># of Senate reps if FT and PT faculty counted</u>	<u># of additional senators if PT faculty counted</u>
CAGR	120	34	7	8	1
CAED	70	19	5	6	1
CBUS	52	35	5	6	1
CENG	104	77	6	9	3
CLA	161	95	8	12	4
CSM	153	76	8	11	3
UCTE	17	13	1	1	0
PCS	65		4	4	0

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-99/PRAIC
RESOLUTION ON
PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
BYLAWS CHANGE**

Background: The Program Review and Improvement Committee was created during the time at which the decision to eliminate two programs at Cal Poly was made. It was envisioned that the recommendations of the Program Review and Improvement Committee could be used as evidence to support the elimination of programs in the future. As a result the membership (no ASI representation) and the voting privileges (no ex officio members were permitted to vote) of the committee were severely limited. In addition, only tenured full professors were permitted membership on the committee.

However, the recommendations of the committee have been deliberately structured to prevent the use of the recommendations as a justification for the elimination of programs. The recommendations have been intended as a device for the improvement of programs. In fact, the title of the committee was changed to include reference to improvement. The recommendations below would bring the makeup and the voting privileges into compliance with most Academic Senate committees. The original arguments for the current structure and voting privileges of the committee are no longer valid.

- WHEREAS, The *Bylaws of the Academic Senate*, Section VIII.B, reads: "Ex officio members shall be voting members unless otherwise specified in the individual committee description;" and
- WHEREAS, Ex officio members are voting members of nearly every Academic Senate committee; and
- WHEREAS, Students can provide an important perspective in the program review process; and
- WHEREAS, Students are ex officio voting members of nearly every Academic Senate committee; and
- WHEREAS, Faculty members who are not tenured full professors are eligible to be members of nearly every other Academic Senate committee; and

WHEREAS, Faculty members who are not tenured full professors can and do make important contributions to Academic Senate committees; therefore, be it

RESOLVED: That the *Bylaws of the Academic Senate* pertaining to the membership of the Program Review and Improvement Committee (Section VIII.K.5) be amended to read:

5. **Program Review and Improvement [Committee]**

a. **Membership**

The Program Review and Improvement Committee shall consist of six (6) tenured full professors or tenure track faculty members; one from each of the six colleges, and one (1) member from Professional Consultative Services. Nonvoting ex officio members shall include the Dean of Research and Graduate Programs or designee, and a representative appointed by the Provost/Vice President for Academic Affairs, and an ASI representative. The ASI representative will have at least junior standing, and will have completed at least three consecutive quarters and 36 quarter units with at least a 3.0 grade point average at Cal Poly. The University Center for Teacher Education shall be included with a college of its choice for the selection of the representative from that unit.

Members of the committee shall be elected by the Academic Senate Executive Committee in accordance with the Academic Program Review and Improvement Guidelines.

Proposed by the Academic Senate Program Review
and Improvement Committee

February 16, 1999

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -99/
RESOLUTION ON
CREDIT BY EXAMINATION POLICY**

- WHEREAS, Current Cal Poly policy allows a regularly enrolled student to petition for credit by examination in courses in which he or she is qualified through previous education or experience and for which credit has not otherwise been given; and
- WHEREAS, Under current Cal Poly policy, it is possible for a student to complete entire minors through credit by examination; and
- WHEREAS, Letter grades for credit by examination appear to be somewhat inflated in comparison to regularly administered courses; be it therefore
- RESOLVED: That the number of units a student may take through credit by examination be limited to 16 units; and be it further
- RESOLVED: That grading of credit by examination units be on a CR/NC basis only.

Proposed by the Academic Senate
Instruction Committee
February 22, 1999

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS___-99/

**RESOLUTION ON
DEVELOPMENT OF A RESEARCH INFRASTRUCTURE
AT CAL POLY**

Background Statement: In 1996, the Academic Senate reconfigured its subcommittees. From this process, the Research and Professional Development Committee was formed and given the charge to assist in the development of research policies for the campus. Faculty on this committee, over the past two years, began identifying barriers to research on campus through a campus wide survey, and have prepared recommendations for creating an environment which supports faculty efforts in their scholarly work.

- WHEREAS, Cal Poly is an institution known for its high quality of undergraduate education, where graduate programs have traditionally played a small role and faculty teaching of undergraduates has been the highest priority; and
- WHEREAS, The Cal Poly Strategic Plan outlines a greater emphasis on research and other scholarly activities by faculty in the future; and
- WHEREAS, The Research and Professional Development Committee was formed by the Academic Senate and given the charge to assist in the development of research and professional development policies for the campus; and
- WHEREAS, The success of research on campus requires an investment of time by faculty and students, allocation of space, and commitment of fiscal resources by the university administration; and
- WHEREAS, The processes of teaching, discovery, integration, and application through research and creative activities is crucial for the continued growth and development of a community of faculty and student scholars; therefore be it
- RESOLVED, That research and other scholarly activities be a factor in assigning faculty work loads; and be it further
- RESOLVED, That research and other scholarly activities be a factor in assigning faculty work space, facilities, and equipment; and be it further
- RESOLVED, That campus resource allocations include considerations of research and other scholarly activities; and be it further

- RESOLVED, That research programs and proposed development efforts be encouraged and supported; and be it further
- RESOLVED, That scholarly activities be given consistent recognition in retention, tenure, and promotional decisions at all levels of review; and be it further
- RESOLVED, That graduate curricula be encouraged and developed, including funding for recruitment of graduate students and for graduate assistants; and be it further
- RESOLVED, That the Academic Senate approve the attached recommendations for research and professional development at Cal Poly, and that these recommendations be forwarded to the President and Provost of Cal Poly.

Proposed by: Research and Professional Development Committee
Date February 22, 1999

RECOMMENDATIONS FOR A RESEARCH AND PROFESSIONAL DEVELOPMENT PROGRAM AT CAL POLY

Cal Poly Mission Statement

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, local, state, national, and international, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines, in the United States and abroad.

Importance of Faculty Scholarship

In *Scholarship Reconsidered* (citation), Ernest Boyer emphasized that teaching and research are both important scholarly activities of the professorate. In its strategic plan, Cal Poly has encouraged the four scholarships as defined by Boyer;

“Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship at Cal Poly.”

The scholarship of Teaching: As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. Teaching is also a dynamic endeavor which must bring students actively into the educational process. Further, teaching, at its best, means not only transmitting knowledge, by transforming and extending it as well. In the end, inspiring teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

The scholarship of Discovery: comes closest to what is meant when academics speak of “research”. This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, giving meaning to the effort. The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigations and/or creative activity, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

The scholarship of Integration: involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one’s own research -- or the research of others -- into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too. Those engaged in The scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The scholarship of application: involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the scholarship of application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

Cal Poly continually seeks ways to integrate the four types of scholarship, for the purpose of maintaining high quality academic programs. The benefits of faculty scholarship are many. Some examples are:

- Scholarship enables faculty to maintain currency in their disciplines
- Scholarship keeps teaching relevant and lively
- Scholarship can be revenue generating
- Scholarship provides opportunities for undergraduates to engage in sustained work on demanding, multifaceted problems in which they learn to define and communicate their own solutions, and to develop critical thinking and analytical skills.
- Scholarship provides opportunities for students to acquire core competencies that are valued by employers.
- Scholarship enhances the reputation of the individual and the University
- Scholarship provides an avenue for creativity and self expression
- Scholarship provides a means for faculty to reflect on the learning process
- Scholarship provides opportunities for interaction with working professionals and with scholars at other Universities
- Scholarship provides for extended individual interaction between faculty and students

The National Science Foundation recently undertook an extensive review of science, mathematics, engineering and technology education. Its report; Shaping the Future: New Expectations for

Undergraduate Education in Science, Mathematics, Engineering and Technology, stated that; “all students have access to supportive, excellent undergraduate education in science, mathematics, engineering, and technology, and all students learn these subjects by direct experience with the method and process of inquiry. Every student should be presented an opportunity to understand what science is and is not, and to be involved in some way in scientific inquiry, not just a ‘hands-on’ experience.”

Need for Policy

To operationalize this commitment to scholarship, Cal Poly needs to develop new policies and revise existing policies to support scholarly activities. A recent survey conducted by this committee of the Cal Poly faculty revealed that although there is some level of support for the research activities of its faculty, Cal Poly does not provide the necessary support to meet the professional development needs of faculty and students in the area of research. The following barriers to professional development were identified by the faculty survey:

1. Unavailability of funds to maintain a professional development program;
2. Lack of policy for research/creative activity space allocation;
3. Inequitable teaching loads;
4. Inadequacy of “seed” funds to develop or expand creative/investigative activities;
5. Insufficient support for graduate courses and programs;
6. Lack of standardized RPT criteria and acknowledgment of research as a valued activity;
7. Unavailability of functional, “supportive” intellectual environment;
8. Ambiguous policy regarding intellectual property of inventors.

Recommendations of the Research and Professional Development Committee

1.0 Make funds available to maintain a professional development program:

It should be the responsibility of each college to allocate and administer resources to maintain a professional development program. It is recommended that such resources be allocated to faculty based on professional progress and productivity.

2.0 Provide space for creative/investigative activities:

It is recommended that each college ensure that adequate space is provided to support creative and scholarly activities, and develop criteria for allocating such space to its faculty and students.

3.0 Equitable teaching loads:

Use flexibility in assigning faculty work loads to support scholarship. Scholarship and creative activities represent significant and valuable contributions to the University, and should be recognized in assigning faculty work loads. Efforts should be made in the assignment of work loads (e.g.; numbers of courses requiring preparation, contact hours, class size, committee assignments) to ensure that all faculty, and particularly junior faculty, have quality time to devote to the pursuit of their scholarship. In addition, junior faculty should be offered a reduced teaching load in their first year of employment.

4.0 Make available creative/investigative “seed” funds:

Cal Poly should establish a campus wide research fund to support the initiation of research programs by faculty, and in particular, junior faculty. These funds would supplement funds

currently available through programs such as the State Faculty Support Grants Program. In addition, start up funds should be made available for new or junior faculty, and should be offered as part of the recruitment package.

5.0 Promote graduate curricula:

Graduate programs are an important complement to faculty scholarship. Resources should be dedicated to strengthening, expanding and initiating new graduate programs, particularly in disciplines relevant to the polytechnic emphasis of the campus. Since graduate level courses require a greater in-depth coverage of the subject matter and a greater student-teacher interaction, they should be given an additional weight factor when calculating WTU's.

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-__-99/
RESOLUTION ON
DEPENDENT CARE**

WHEREAS, Countless organizations have recognized the importance of provision of dependent care in the lives of their employees; and

WHEREAS, Cal Poly currently provides childcare services via the Children's Center. However, the Children's Center currently has a waiting list of more than 200 children from parents who are either students, staff, or faculty, and an additional 116 children on the waiting list from members of the community; and

WHEREAS, The influx of older students and younger faculty and staff due to retirements in the next 10 years will only exacerbate the current waiting list situation; and

WHEREAS, A number of Cal Poly faculty and staff currently have had the difficult task of placing their parents in a care institution and the number is likely to increase greatly;

WHEREAS, The provision of dependent care on campus may be a significant factor in the successful recruitment of students, staff, and faculty; therefore, be it

~~RESOLVED: That a new children's center predesign/design/preoperations task force be formed in a timely manner; and be it further~~

RESOLVED: That a task force be established by the President to examine the feasibility of the construction and management of dependent care facilities for (1) children of faculty, staff, and students, and (2) the parents of faculty or their spouses and the parents of staff or their spouses; and be it further

RESOLVED: That the membership of the task force has adequate representation (a minimum of two faculty, staff, and student representatives).

Proposed by: Academic Senate Faculty
Affairs Committee

Date: March 30, 1999

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

**AS-___-99/
RESOLUTION TO
ESTABLISH A GRAPHIC COMMUNICATION INSTITUTE**

RESOLVED: That a Graphic Communication Institute be established at Cal Poly as proposed in the attached *Graphic Communication Institute Proposal*.

Proposed by: Graphic Communication Department
Date: March 30, 1999

Graphic Communication Institute

**A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department**

by the

**Cal Poly Graphic Communication Department
Advisory Board**

(Updated) February 22, 1999

Graphic Communication Institute

Title: Establishment of a Graphic Communication Institute to Act as "Resource Center" for the Graphic Communication Industry in the Western United States

Purpose and Objectives

- * Establish a Graphic Communication Institute at Cal Poly as a "Resource Center" for the Western United States printing, imaging, publishing, and related industries.
- * Attract applied research projects to Cal Poly in the graphic communication discipline.
- * Provide student experiential opportunities through research and testing.
- * Provide faculty professional development opportunities through research.
- * Facilitate and coordinate expertise for the graphic communication industry, whether it is for Cal Poly "home-grown," or the western focus for eastern-based companies, institutions, and associations.
- * Improve laboratory equipment available for instruction and fee-based testing.
- * Partner with industry associations and co-sponsor activities with them (this is an immediately available source of revenue and credibility).
- * Provide continuing education programs for industry professionals.

In today's business climate, many graphic communication companies would make use of an institute that offered appropriate services, ad hoc project work, and coordinated the offerings of seminars and workshops on useful industry topics and imperatives. The prevailing attitude in the graphic communication industry is "do more with less," and the institute approach offers an attractive method to "buy," what is needed without hiring additional people for the longer term.

This proposal requests funding to create a testing and training center which shall become self-supporting through user fees and donations within one year after start-up. Through this center, the Graphic Communication Department instructional program will be improved with upgraded laboratory equipment acquired by the testing facility. The California publishing and printing industry will be provided with service and support

through a fee-based materials-testing facility and training programs. (The Rochester Institute of Technology has begun offering a testing plan in April, 1997.)

With no such entity existing in California, the state's graphic communication industry would benefit from such a facility for research, testing, product development and evaluation, and continuing education.

Cal Poly is an ideal site for such an institute being centrally located between the dense graphic arts markets in California, and Cal Poly has the reputation of having one of the best educational programs in professional graphic arts for the nation.

Services Provided to Industry

- * Partnering with, and co-sponsoring for the following Eastern-based or international associations to bring advantages in the west: Graphic Arts Technical Foundation, National Association of Printers and Lithographers, Newspaper Association of America, Flexographic Technical Association, Gravure Association of America, Research and Engineering Council of the Graphic Arts, and others. The institute would serve as a pipeline for information and materials in the west without duplicating what is already available.

- * Qualified industry "experts," and facilitating contracts between them and interested western companies, on request, or as part of an on-going resource list.

- * Qualify and certify instructors to "consult," or "teach," on topics important to the industry in the west, i.e., technical project analyses, Total Quality Management, team-based performance coaching, etc.

- * Provide expertise from faculty and Cal Poly students for specific project work to be done for various major "target" companies.

- * Product testing: systems, hardware (equipment beta tests), materials (paper, ink, fountain solution, any chemical solution used in printing).

- * Coordinate and arrange for offerings of seminars and workshops by Cal Poly faculty in various locations around California, or at specific target companies, by request.

- * Offer Cal Poly Graphic Communication department facilities for use as a "retreat" for industry (companies or associations) off-site meetings, etc., to promote the university and its students to companies.

- * In cooperation with the university, and individual faculty, aid in facilitating the publishing of various papers, books, and other publications of benefit to the industry.

Benefits to University, it's Faculty and Students

- * Fosters closer relationship between industry professionals and students for the future.

- * Enhances visibility with future employers and contributors.

- * Enhances relationships with potential supporters of the Graphic Communication Endowment fund.

- * Creates a revenue-generating enterprise.
- * Provides another opportunity to "sell," the Graphic Communication Department to major companies in the industry for recruitment and endowments.
- * Provides opportunities for students to achieve internships or co-op positions with major companies before graduation.
- * Serves as a forum to introduce and emphasize the opportunities at Cal Poly to high schools, junior colleges, and to the international marketplace by its publicity.
- * Continuing education for faculty.

Benefits to Companies in the Western Graphic Communication Industry

- * Provides companies with access to a pool of qualified graduates with industry "real world," experience.
- * Provides source for necessary project work, training, and focused seminars that is local, accessible, and given by those with expertise in the graphic communication business.
- * Provides a source for "experts," or experience from across the U.S., as the institute would facilitate information and contact with other associations.
- * Facilitate contact between similar companies, or groups of companies, working on similar projects from other parts of the country (bench marking).
- * Preview potential employees from the institute's student assistants.
- * Advise on management and technical issues from faculty and consulting experts.
- * Continuing education programs.
- * A common ground to bring together companies to participate in joint ventures.

The institute's primary market would be the west coast corridor of the industry, i.e., San Francisco to Los Angeles; its secondary market would be the states located west of the Rocky Mountains; and its third market would be the remainder of the nation and the Pacific Rim. With its focus on the west, the institute will pursue access to facilities for seminars, workshops, conferences, and special industry meetings in the Los Angeles and San Francisco Bay areas. There have already been preliminary discussions concerning the use of facilities at the Printing Industries Association of Southern California and at the Printing Industries of Northern California. However, headquarters and all testing, research, product evaluations, and related services will take place at the institute's Cal Poly headquarters.* All advertising, publicity, and marketing will be generated at Cal Poly, with design and production produced by the Graphic Communication Department as a "showcase" for student talent.

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Graphic Communication Advisory Board: \$50,000 in matching funds through industry donations.

Cal Poly Support: \$50,000 for first year start-up.

Estimated Expenditures:

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrator	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Tech. Support	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Student Ass't.	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Equipment	\$20,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Miscellaneous	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total:	\$90,000	\$73,000	\$73,000	\$73,000	\$73,000

Revenue Expectations:

Year 1	Year 2	Year 3	Year 4	Year 5
\$60,000	\$15,000 Seminars	\$15,000 Seminars	\$20,000 Seminars	\$20,000 Seminars
(Seed Money)	\$20,000 Paper Testing	\$30,000 Paper/Ink Test	\$30,000 Paper Tests	\$30,000 Paper Tests
+ Seminars	\$50,000 Matching	\$20,000 Project Teams	\$25,000 Project Teams	\$25,000 Project Teams
	\$15,000 Project Teams	\$10,000 IFRA/GATF Int.	\$10,000 IFRA, etc.	\$10,000 IFRA, etc.
	\$10,000 Contributions	\$10,000 Contributions		
\$60,000	\$110,000	\$85,000	\$85,000	\$85,000

Plan for First Year of Activities

1. Obtain \$50,000 in "Seed Money," and get agreement from Cal Poly for "matching funds." We recommend a "top-down," approach between representatives of some of the largest graphic communication companies in the west, and their major suppliers. If each of the ten companies made contact with three suppliers, in various parts of the "vertically integrated," business chain, and asked for a "less-than-capital" amount of \$2,000, the target would be reached.

Some Possible Initial Supporter

The "Ten Largest" List

Copley
Freedom Newspapers
Graphic Arts Center
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R. R. Donnelley
Treasure Chest
World Color/George Rice
Los Angeles Times
Other Advisory Board companies

Partial Suppliers' List

AGFA
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DuPont
GPI
Flint Ink
Polychrome
Kodak
Scitex
Heidelberg Prepress
Heidelberg Web Press
Goss
BASF
Champion Papers and other paper companies
Smurfit Newsprint
Blanket Suppliers
CREO

2. Three to four seminars or workshops planned in each metropolitan area contracted through Cal Poly Conference Services. Company headquarters will be used as "free" sites. Total income: \$10,000 plus 25 percent overhead. Travel, lodging, food, and other incidental expenses will be established as well as per hour charge for instruction.
3. Begin paper testing plan using standard contract procedures administered through Cal Poly's Grants Development department. Set-up parameters and methods for testing. Average fee is \$500 per test series plus 25 percent overhead. An expense schedule will be established as will a per hour charge for laboratory work and report preparation.
4. Identify projects for six of the target companies; identify co-ops and special university "project teams;" demonstrate successful completion of projects for industry.
5. Partner with at least two national industry associations to sponsor Western meetings, and/or distribution of information.
6. Through tours and an "open house," showcase the Graphic Communication department's capabilities of faculty, students, and private consultants who may participate in the institute in providing services to industry.

Organization and Administration

The Graphic Communication Institute will report to the dean of the College of Liberal Arts via the Graphic Communication department head. A hired institute administrator will be an industry-respected, perhaps recent retiree, graphic communication professional. The administrator will be responsible for coordinating the institute's programs, projects, and related activities. The administrator's task will be to ensure that the institute will be self-sustaining within one year.

Start-Up Expenses (First Year):

Administrator, Salary, and Benefits	\$45,000
Part-Time Technical Support	\$15,000
Student Assistants	\$10,000
Equipment	\$20,000

Total Expenses:	\$90,000
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Miscellaneous:

Any income after expenses will go back into the Graphic Communication department educational program.

The institute will not be required to pay overhead expenses from the first year of development money which will be deposited in an "Institute Account."

The Cal Poly Foundation will administer the "Institute Account" and there will be a five (5) percent charge for this service.

All legal matters related to insurance, liability, etc., will be reviewed and approved by the Cal Poly Foundation.

Graphic Communication Institute

**A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department**

by the

**Cal Poly Graphic Communication Department
Advisory Board**

(Updated) February 22, 1999

Graphic Communication Institute

Title: Establishment of a Graphic Communication Institute to Act as "Resource Center" for the Graphic Communication Industry in the Western United States

Purpose and Objectives

- * Establish a Graphic Communication Institute at Cal Poly as a "Resource Center" for the Western United States printing, imaging, publishing, and related industries.
- * Attract applied research projects to Cal Poly in the graphic communication discipline.
- * Provide student experiential opportunities through research and testing.
- * Provide faculty professional development opportunities through research.
- * Facilitate and coordinate expertise for the graphic communication industry, whether it is for Cal Poly "home-grown," or the western focus for eastern-based companies, institutions, and associations.
- * Improve laboratory equipment available for instruction and fee-based testing.
- * Partner with industry associations and co-sponsor activities with them (this is an immediately available source of revenue and credibility).
- * Provide continuing education programs for industry professionals.

In today's business climate, many graphic communication companies would make use of an institute that offered appropriate services, ad hoc project work, and coordinated the offerings of seminars and workshops on useful industry topics and imperatives. The prevailing attitude in the graphic communication industry is "do more with less," and the institute approach offers an attractive method to "buy," what is needed without hiring additional people for the longer term.

This proposal requests funding to create a testing and training center which shall become self-supporting through user fees and donations within one year after start-up. Through this center, the Graphic Communication Department instructional program will be improved with upgraded laboratory equipment acquired by the testing facility. The California publishing and printing industry will be provided with service and support

through a fee-based materials-testing facility and training programs. (The Rochester Institute of Technology has begun offering a testing plan in April, 1997.)

With no such entity existing in California, the state's graphic communication industry would benefit from such a facility for research, testing, product development and evaluation, and continuing education.

Cal Poly is an ideal site for such an institute being centrally located between the dense graphic arts markets in California, and Cal Poly has the reputation of having one of the best educational programs in professional graphic arts for the nation.

Services Provided to Industry

- * Partnering with, and co-sponsoring for the following Eastern-based or international associations to bring advantages in the west: Graphic Arts Technical Foundation, National Association of Printers and Lithographers, Newspaper Association of America, Flexographic Technical Association, Gravure Association of America, Research and Engineering Council of the Graphic Arts, and others. The institute would serve as a pipeline for information and materials in the west without duplicating what is already available.
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- * Provide expertise from faculty and Cal Poly students for specific project work to be done for various major "target" companies.
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- * Coordinate and arrange for offerings of seminars and workshops by Cal Poly faculty in various locations around California, or at specific target companies, by request.
- * Offer Cal Poly Graphic Communication department facilities for use as a "retreat" for industry (companies or associations) off-site meetings, etc., to promote the university and its students to companies.
- * In cooperation with the university, and individual faculty, aid in facilitating the publishing of various papers, books, and other publications of benefit to the industry.

Benefits to University, it's Faculty and Students

- * Fosters closer relationship between industry professionals and students for the future.
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- * Creates a revenue-generating enterprise.
- * Provides another opportunity to "sell," the Graphic Communication Department to major companies in the industry for recruitment and endowments.
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Graphic Communication Institute

A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department

by the

Cal Poly
Graphic Communication Department
Advisory Board

and the

Graphic Communication Department

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Presentation to the Cal Poly Academic Senate

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Spring Quarter, 1999

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Graphic Communication Institute

**A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department**

by the

**Cal Poly Graphic Communication Department Advisory Board
and the Graphic Communication Department**

(Updated) April 25, 1999

Title: Establishment of a Graphic Communication Institute to Act as "Resource Center" for the Graphic Communication Industry in the Western United States

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**Projection of Possibilities
Five Year Operating Budget
Graphic Communication Institute**

REVENUES	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	
Seed money-- University	\$50,000					
Matching Funds-- Industry	\$40,000	\$10,000				
Seminars & Conferences	\$190,000	\$290,000	\$335,000	\$338,000	\$341,000	Avg. Gross 10K/Prog.
Testing & Research	\$20,000	\$30,000	\$40,000	\$50,000	\$60,000	
Total Revenues	\$300,000	\$330,000	\$375,000	\$388,000	\$401,000	
<u>EXPENSES</u>						
Administrative Assistant	\$36,000	\$37,800	\$39,690	\$41,675	\$43,758	5% Incr./year
20% Benefits	\$7,200	\$7,560	\$7,938	\$8,335	\$8,752	(permanent staff)
Director, 0.5 position	\$25,000	\$26,250	\$27,563	\$28,941	\$30,388	5% increase/year
20% Benefits	\$5,000	\$5,250	\$5,513	\$5,788	\$6,078	(permanent staff)
St. dent Assts.	\$6,000	\$9,000	\$12,000	\$15,000	\$16,000	
2% Benefits	\$120	\$180	\$240	\$300	\$320	(student staff)
Site Preparation	\$33,000					
Equipment	\$20,000	\$3,000	\$3,500	\$4,500	\$3,500	Office+lab+repl./repair
Phone, fax, copying	\$800	\$800	\$900	\$1,000	\$1,000	
Research/Teaching Staff	\$54,000	\$85,000	\$101,000	\$103,000	\$109,000	
11% Benefits	\$5,940	\$9,350	\$11,110	\$11,330	\$11,990	(temporary staff)
Materials & Supplies	\$12,000	\$19,000	\$24,000	\$25,000	\$26,000	
Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Food Services	\$16,000	\$24,000	\$28,000	\$29,500	\$30,000	
Advertising & mailing	\$40,000	\$60,000	\$65,000	\$62,000	\$60,000	
Administrative Fees	\$15,000	\$16,500	\$18,750	\$19,400	\$20,050	5% of revenues
GrC Development Fees	\$15,000	\$16,500	\$19,000	\$19,400	\$19,950	5% of revenues
Misc.						
Total Expenses	\$296,060	\$325,190	\$369,203	\$380,168	\$391,785	
BOTTOM LINE	\$3,938	\$4,810	\$6,127	\$7,832	\$8,815	Revised 4/25/99

Institute Questions and Comments From the Deans' Council and the Academic Senate Executive Committee

1) What will the charges be for facilities, equipment, and space use?

Reply: The equipment, facilities, and space charges will be covered under the 25 percent overhead noted in the proposal. All grants contracts for the university include this overhead charge.

2) Where will the Institute office be and what charges will be assessed for office space and related expenses?

Reply: The Institute's office will be either in the Graphic Communication Department or it will be in the home of the director. If the Institute's office is located in the Graphic Communication Department, the Institute will pay the university a fair rate for space, furnishings, utilities, and other services provided. If the office is located in the director's home, the director will be entitled to all appropriate reimbursements and tax benefits related to home office use. Once determined, costs related to office use and related charges will be built into the budget.

3) The budget item for student assistants seems low. It should probably be tripled if, in fact, students will be integral to the work of the Institute. The ratio of student expenses to teaching/research staff expenses seem a little too wide.

Reply: An adjustment has been made to substantially increase student salaries on a scale that shows progressive increases over the five year projection, and reductions in teaching/research staff expenses are reflected. However, teaching/research staff expenses must still be substantial if the Institute is to draw top talent in the way of researchers, instructors, and recognized experts and scholars in graphic communication.

4) Carefully, proofread any revised proposal. There are some typos and grammatical errors in the present draft.

Reply: Done.

5) Will faculty be diverted from their primary university responsibilities of teaching, office hours, committee work, and other services to the educational mission of the university?

Reply: Absolutely not. While present faculty will have the opportunity to participate at times when they have no other university commitments and responsibilities, the idea of the institute is to draw from the universe of experts throughout the United States and even the world. This is a significant added component that will benefit faculty and students through new thinking and fresh ideas brought to the university.

6) The fees to the university seem low. Check this out.

Reply: A review of this with the dean of Research and Graduate Programs revealed, in fact, that fees to the university are normal and may even be adjusted downward for the first year of operation. The fees include 25 percent overhead to the university and 5 percent to the Cal Poly Foundation for managing the Institute's funds.

7) Will the Institute detract from students getting classes? Will the Institute interfere with the conduct of scheduled classes? Will classes be scheduled around the needs of the Institute? Or, will the Institute be additive to the students' education and possibly expedite progress toward graduation?

Reply: The latter point is the goal: "...the Institute be additive to the students' education and possibly expedite progress toward graduation?" The proposal is sensitive to there being absolutely no interference with the Graphic Communication Department's regular academic program. All facets of Institute laboratory activities will occur when there is no scheduled use of the lab in need. This means that there will be substantial use of evening, weekend, and academic vacation times. Student participation as research assistants will provide opportunities to earn credits toward Senior Projects, independent study, and GrC 200 and GrC 400 classes. Hence, the Institute will be additive to the educational mission of the department and possibly expedite progress toward graduation.

Additionally, many Institute activities may be conducted off campus or even in other cities by uniquely qualified professionals other than regular faculty members. This applies primarily to conferences, seminars, and related programs.

8) Presently, the proposal includes two budgets; the original one and the revised, more detailed, one. This is confusing. Show only one budget.

Reply: The latest proposal shows only one budget which reflects the changes recommended by the Academic Senate's executive committee.

9) Will funds from the Institute be drawn from State funds meant for the regular academic program, or is there another pool of funds that the start-up money will come from?

Reply: State funds will not be used. There are two start-up funding sources. One is the Graphic Communication Department advisory board that has pledged \$50,000 to match \$50,000 from the university. The university's contribution comes from a source generated and under the auspices of the dean of Research and Graduate Programs. These funds do not come from State resources provided for academic programs.

10) Will the start-up funds come from student tuition or fees?

Reply: No. The university's share of the start-up funds will in no way come from student tuition and fees. See response to No. 9.

11) What is the nature of the testing that might take place? For example, what does paper testing mean?

Reply: For many years, Cal Poly's Graphic Communication Department has been approached by manufacturers and suppliers of graphic art products to do research, testing, product evaluations, and to even serve as a beta site for new software. In fact, the department has done some of this over the years. However, more recently the request for such services has increased dramatically. Examples include anticipated research, testing, and product evaluations of products such as substrates; inks; toners; electrostatic, waterless, and conventional printing plates; offset lithographic printing blankets; lithographic press fountain solutions; rollers; desktop and electronic publishing software; and color proofing materials.

Paper testing refers to evaluating the many chemical and physical properties of paper. Paper is a complex material and is the most expensive disposable commodity used in printing and publishing. The cost of paper itself often represents approximately 50 percent of the cost of printed products. Hence, the control of paper performance on printing presses is highly critical in order to avoid printing problems and waste. Standards of quality and performance have been established many years ago by the Technical Association of the Pulp and Paper Industries (TAPPI). These are known as TAPPI Standards which are measured via prescribed tests for paper coating bond strength, burst strength, tear resistance, fiber strength, grain direction, resistance to changes in atmospheric temperature and relative humidity, dimensional stability, smoothness, and much more. Cal

Poly's Graphic Communication Substrates laboratory is equipped with the apparatus to conduct nearly all of TAPPI Standards tests.

12) How do we anticipate becoming self-sustaining after only one year?

Reply: In part, the budget projection points this out. The Graphic Communication Department advisory board is composed of men and women who are used to developing proactive business plans and following through in meeting missions, goals, and objectives of such plans. The forecast is that once the Institute is announced, the request for services from the western states alone will be sufficient to meet the first year projection.

13) Who is on the Graphic Communication Department advisory board?

Reply: A list of advisory board members has been appended to the proposal.

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*Chair of GrC Advisory Board

REMEMBER

Week of Information and Action

April 25 - 30, 1999

April 25 - **Self Defense Workshop**

Cal Poly Rec Center, 12-3pm

Sponsored by: Cal Poly Rec Sports

**"Get Real About Rape" Community
Awareness Day and Silent Auction**

Creek at Kona's Deli, 4-7pm

Sponsored by: SLO Rape Crisis Center

April 26 - **Clothesline Project Display**

University Union, 10am - 3pm

Sponsored By: SLO Women's Shelter

April 27 - **Community Gathering**

Chumash Auditorium - 11am

A community forum to discuss current events surrounding the missing women. Counselors will be available.

April 28 - **Take Back the Night**

Chumash Auditorium, 7pm

Keynote Speakers Katie Koestner and Bret Sokolow present

"He Said, She Said"

April 29 - **Silent Candlelight Walk**

Downtown Mission Plaza, 7pm

Dedicated to Kristin Smart, Rachel Newhouse, and Aundria Crawford

April 30 - **REMEMBER Plaque Dedication Ceremony**

University Union Plaza, 10am

A plaque will be presented to the University to REMEMBER all victims and survivors of assault

All Events Are Free and Open to the Public

For More Information Contact the Women's Center at 756-2600

Sponsored by: ASI, Interfraternity Council, Panhellenic Council, Take Back the Night and Women's Programs

STUDENT LETTER CAMPAIGN

We are requesting that you and your group write letters to the California State Legislature (the Senate and the Assembly) and the Governor in favor of the proposed additional CSU funding budget of \$90M. The State is going to revise the budget and may allocate this additional money to groups that are lobbying for it (i.e. the CSU System).

The budget request for the CSU System includes:

- \$47.9M for Faculty and Staff
- \$23M for Technology
- \$15M for High Cost Programs (such as Architecture, Agriculture, Engineering, and Nursing)
- \$4M for Agriculture Research

Included in this packet are the specifics of the budget request. Please take the time and write a letter... this is where ***you can truly make a difference!*** ASI would be happy to help you in this process; we have a sample generic letter in which you can impose a paragraph about how the money will help your club/ group/etc. ASI officers will be available for office hours throughout the week of April 26-April 30 to help you write your letter. This may take only 15 minutes of your time: a small price to pay for the potential increase in the value of your education. Call ASI at 756-1291 to make an appointment.

Sample letters to each of the 9 Budget Subcommittee Members are available on the web. Visit ASI at <http://www.asi.calpoly.edu> and choose the link "Letter Writing Campaign". Feel free to download the sample letters, print, sign and send the letters directly to the sub-committee members. The letters can also be changed around and specifics about your discipline's benefits can be added. An additional sheet with the signatures of your club members would further the impact of your letter. We suggest that you attach this to the back of your letter. Please make ten copies of the letter and address them to each of the Budget Subcommittees and the Governor (the addresses are attached).

The problem that we will face is *time*. These letters need to be to the legislature by the beginning of May. Although air-mail is the most effective form, e-mail and fax would be other options if you don't think your letter will get to Sacramento in time. Do whatever it takes to show them our support for CSU funding.

Thank you for your cooperation and help in our effort to better our education.

Sincerely,

Julie Hopper
jahopper@polymail.calpoly.edu
ASI Board of Directors, COSAM

Carrie Loarie
cloarie@polymail.calpoly.edu
ASI Board of Directors, CAED

Suggested language for letters, e-mail and/or phone calls to members of the Assembly and Senate Budget Education Subcommittees (or members of your legislative delegation):

I am writing/calling to express my support for the California State University's Support Budget request for 1999/2000. I believe it is important that the State restore support for higher education to ensure that California continues to have a world-class college and university system. This is of critical importance for the economic future of our State.

While I am strongly supportive of the CSU's full budget request, I would like to call your attention especially to the following items:

- ◆ The CSU has requested an additional \$47.9 million to provide a 4% average salary increase for faculty and staff and to provide a further 2% salary compensation supplement for faculty. CSU salaries continue to lag behind those of universities in other states. The CSU must have these additional funds in order to compete successfully in attracting and retaining high quality faculty and staff.
- ◆ The CSU has also requested an additional \$23 million for technology. These funds are critical to CSU's implementation of a system wide technology strategy which has been carefully coordinated with the capital budget. We must implement the CSU plan in order to provide our students and faculty with the desktop resources, network connections and resultant access to information and services they will need to compete and succeed in the next century.
- ◆ The CSU has further requested an additional \$15 million for four program areas recognized to have urgent funding needs: Agriculture, Architecture, Engineering, and Nursing. Given the intensive teaching requirements and greater equipment costs associated with these programs, they involve special costs, costs that are not recognized by the current marginal cost funding methodology. They are, at the same time, vital to the State's economic future and must be funded adequately. The CSU has therefore targeted them for restoration to 1989/90 funding levels (based upon student-faculty ratios in place at that time).
- ◆ Finally, I would like to note that the CSU has requested an additional \$4 million for applied agricultural research. Through this applied research initiative, CSU agriculture programs will assist agriculture in preserving long-term profitability in a competitive global environment, in cooperation with industry and University of California partners.

In sum, to maintain a competitive university workforce, to provide the technology required to support education and research, to meet the needs of high cost polytechnic and health programs and to fund critically needed applied agriculture research, I believe the State must allocate \$90 million in additional funds to the CSU and I urge your vote for the full CSU support budget request.

SAMPLE LETTER for the COLLEGE OF ARCHITECTURE

April 22, 1999

Jack O'Connell
State Capitol, Room 5035
Sacramento, CA 95814

Senator Jack O'Connell,

I am writing to express my support for the California State University's Support Budget request for 1999/2000. As a representative of 230 students in the College of Architecture and Environmental Design, I believe it is of utmost importance to restore funding for California's higher education system.

Previously, California's Higher Education system was second to none. Based on the Master Plan for Higher Education, higher education in California was provided to the masses for a low cost allowing any Californian with the drive and inclination, to attend college. Sadly, this is no longer the case for higher education in California. The integrity of this massive system waned in the early 1990's when funding dropped off significantly. This tragic trend continues today as funds available for higher education are funneled into other state departments, such as corrections. This year alone the CSU received \$121 million less than the Trustees' request.

As students in the College of Architecture and Environmental Design at Cal Poly, we would personally benefit from the services and facilities that would be provided by the additional CSU funding. High quality faculty and staff are a must if we want to achieve a greater academic standard upon graduation from the CSU system and retain a competitive advantage in the workforce. The additional money requested for technology and high cost programs (such as Architecture, Architectural Engineering, Construction Management, City Planning, and Landscape Architecture) is essential if the CSU System is to provide adequate facilities that complement our laboratory classes. Currently, the Departments in the College are in need of new facilities. We need:

- Faculty trained in computerized graphics
- New drafting facilities
- New computer hardware and software such as AutoCad 2000
- A GIS technician and facilities
- Color Laser Printers and Plotters
- Larger monitors for AutoCad work

These are just a few of the amenities needed in our departments. The list would be infinite if we were to include everything our departments truly needed. Please don't forget that Cal Poly was founded on the premise of providing excellent higher education (specializing in "hands on" training). We feel the CSU System is not currently achieving this. The College of Architecture and Environmental Design

truly needs your support.

This continual budget deficit has adversely affected CSU campuses. Currently, decreased funding has resulted in:

- ◆ Student fee increases
- ◆ Decreased services
- ◆ Elimination of faculty positions
- ◆ Erosion of academic programs
- ◆ Inability to maintain and replace obsolete equipment
- ◆ Failure to keep up with technological advances

When the state reevaluates the budget in May, we urge you to support the CSU system in any way possible with surplus revenues. Furthermore, as Cal Poly students, we are especially concerned with the initiatives on differential funding for high cost programs and technological advances. The CSU system is seeking an additional \$15 million for high cost programs and \$23 million for technology. As a polytechnic university, Cal Poly defines itself with quality technical programs. These programs are expensive to maintain and require technological support. If the very programs that define Cal Poly as a premiere polytechnic university continue to be funded at the current rate, Cal Poly will lose its competitive edge. By funding high cost programs and technology in the CSU system, a quality higher education system in California will be preserved. In addition, the reputation of universities, such as our own, will retain the prestige they have worked so hard to achieve.

Now is the time to act. Now is the time to reinstate quality into California education. Now - when Cal Poly students are currently taxing themselves an additional \$45 a quarter for increased quality and services - is the time to rejuvenate higher education in California. In essence we, the students of Cal Poly have already joined in a partnership to sustain our high quality programs; now is the time for the state to join this partnership. Help us help ourselves. Allow higher education in California to again reach the same high standards. Let our system be the envy of other states and nations once again. Give Californians the privilege of attending the best universities in the nation. Do NOT allow higher education to become another casualty of scarce resources. Vote yes for the CSU. Please allocate funds for high cost programs and technology and for the entire CSU budget request.

Sincerely,

College of Architecture and Environmental Design Council Chair
California Polytechnic State University, San Luis Obispo

CALIFORNIA STATE ASSEMBLY
Budget Subcommittee Number 2
Education Finance

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